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ABSTRACT

This booklet is intended to aid local school superintendents and other school administrators in preparing comprehensive contingency plans to meet various emergency situations. Although it was developed by the State of New Jersey Department of Education, most of the booklet is equally applicable to schools in other states as well. It is organized in three major sections, which discuss the responsibilities of different school personnel for preparedness planning, examine procedures for developing school emergency plans, and present planning checklists for several different types of emergencies. In addition, the appendix contains a sample local school board resolution for emergency planning, a sample organizational chart showing the responsibility of school district personnel in emergencies, and a list of resource agencies in the state of New Jersey that can aid local schools in preparing their emergency plans. (JG)

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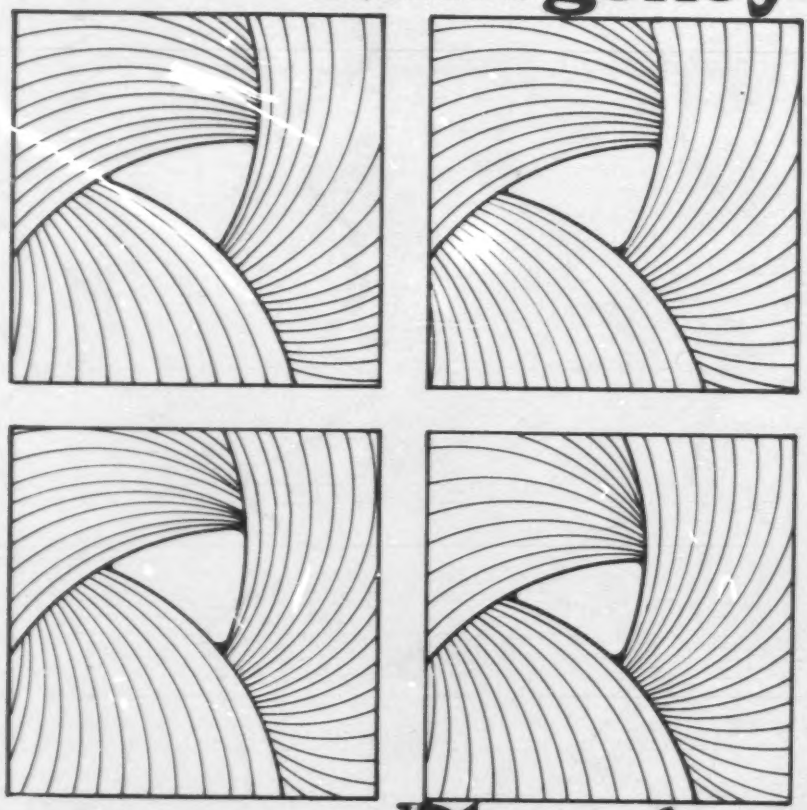
School Emergency Planning Guide



State of New Jersey
Department of
Education

EA 007 567

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N. J.

OFFICE OF THE COMMISSIONER

MEMORANDUM

TO: County Superintendents of Schools
Local Superintendents of Schools
Administrative Principals

As educators, we have a responsibility to provide a safe school environment for the students in our schools. To assist you in the maintenance of such an environment the State Department of Education, in cooperation with the New Jersey Office of Civil Defense and Disaster Control, has prepared The Emergency Planning Guide for New Jersey Schools.

This manual is designed to assist local education agency administrators in preparing comprehensive emergency plans. The State Board of Education, on October 3, 1973, unanimously adopted a resolution urging school personnel to develop contingency plans to meet emergency situations.

I urge all superintendents to give this matter of school emergency planning their serious attention and to initiate, as soon as possible, a program suitable to the needs of their local school systems.

Fred G. Burke
Commissioner

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F O R E W O R D

E M E R G E N C Y P L A N N I N G

"Physical protection of the life and limb of every school pupil is a heavy responsibility that rests upon all officials involved in administering educational programs. Not only should they be concerned with school safety as it relates to the traditional school environment, but also they should take every reasonable precaution to protect pupils from possible disaster.

"Tornado, hurricane, earthquake, flood, blizzard, fire, explosion, riot and enemy attack are all threats to be reckoned with in one region or another throughout the United States. Preparedness for such emergencies starts with planning, and planning starts with basic state and local policy translated into administrative action.

"Such preparedness for emergency situations falls into two broad classifications -- physical and mental. On the physical side are shelter facilities, warning devices, lines of communication, fire extinguishers, safety devices, first aid equipment, and survival supplies.

"Equally important are those mental preparations developed through in-service disaster education for all school personnel: careful planning to meet emergency situations, assignment of responsibilities, pupil instruction, organized teacher-pupil action for each type of disaster, and habits formed through appropriate drills.

"In fulfilling its responsibilities for disaster planning, the state department of education, in cooperation with other appropriate agencies, should promote legislation or develop regulations requiring school emergency precautions, provide information relating to all types of disasters, conduct workshops for safety planning, and provide consultative services to school districts for making surveys of local needs and developing comprehensive plans for disaster protection".

-- "State and Local Responsibilities for Education"
pp 107-108,
Council of Chief State School Officers,
Washington, D.C., 1968

NEW JERSEY STATE BOARD OF EDUCATION

R E S O L U T I O N

WHEREAS, natural and man-made disasters threaten school children who are our most valuable resource; and

WHEREAS, proper instruction in coping with natural and man-made disasters can help protect our children; be it

RESOLVED, by the State Board of Education, that each school district shall be encouraged to develop a written plan establishing policies for the protection of all school children at all times and resolved that each school district provide a course of study for pupils instructing them in survival techniques to deal with the problems encountered in a disaster.

Adopted unanimously October 3, 1973

RESPONSIBILITIES FOR EMERGENCY PREPAREDNESS PLANNING

A. State Department of Education

1. Providing guidelines for an emergency plan for local school districts

2. Encouraging the inclusion of emergency preparedness principles in school instruction programs

3. Providing consultant services

4. Advising local school districts to:

   a. Develop a workable protective program in all schools for emergency action

   b. Provide for appropriate use of facilities, equipment and supplies

   c. Develop an emergency plan consistent with the appropriate local community or county emergency plans

B. Local Board of Education

The Board of Education should:

1. Issue a clear policy statement to be incorporated into the basic emergency plan

2. Obtain legal advice concerning the status of school personnel and property in time of emergency and during drills

3. Pass a resolution to cover natural disaster, nuclear attack or other disturbances. (Refer to sample resolution on page 29).

4. Establish a School Emergency Plan Review Board to approve and coordinate all school emergency plans. The Review Board should include:

   a. School Emergency Coordinator

   b. Local Civil Defense Director

   c. Representative of Parent-Student-Teacher Associations

C. Superintendent of Schools

The superintendent of schools should:

1. Make recommendations to and secure needed policy statements from the Board of Education

2. Designate a staff member to act as school emergency coordinator and as chairman of School Emergency Plan Review Board. This staff member will be responsible for developing an overall Board of Education Emergency Plan that will coordinate the responses of the individual schools

3. Obtain legal advice for school property in the event of disaster

4. Organize needed curriculum planning and schedule in-service training for teachers and other staff personnel

5. Coordinate school disaster plans with the local civil defense plans

6. Review progress and stimulate needed activity

7. Present school emergency plans to Board of Education for approval

8. Send one copy of completed school plan for Department's review to:

Director
Bureau of Emergency Preparedness Education
Division of Field Services
Department of Education
225 West State Street
Trenton, New Jersey 08625

D. Principal

In cooperation with the School Emergency Coordinator, the Principal of the school should:

1. Become informed concerning his responsibilities for organizing and implementing the emergency preparedness program in his school

2. Select and assign faculty members to school emergency plan committee to develop school plan

3. Coordinate the emergency plan for his school with those for other schools in the community

4. Review the plan for his building, including shelter capability, with the local civil defense director

5. Delegate school emergency responsibilities to staff personnel with regard for their competencies and normal service functions

6. Supervise the use of emergency preparedness materials and concepts in classroom instruction

7. Provide leadership for teachers by securing needed in-service training

8. Request needed emergency preparedness supplies and equipment

9. Keep the School Emergency Plan Review Board informed regarding the emergency plan in his school

10. Inform parents concerning the emergency plan program of the school

11. Provide leadership in testing the school's emergency plan and in evaluating its adequacy and making needed revisions

12. Provide an emergency communication system

E. Teachers

The teacher should:

1. Participate in developing and incorporating the school emergency plan

2. Participate in faculty studies leading to adaptations or revisions of the curriculum and instructional programs to best meet the need for emergency preparedness

3. Provide instruction and practice in emergency preparedness and survival techniques

4. Integrate recent, pertinent emergency readiness data into regular classroom instruction

5. Include safety practices and emergency procedures as part of daily learning activities

6. Help students to develop confidence in their ability to take care of themselves and to be of help to others

7. Be prepared to provide leadership and activities for students during a period of enforced confinement

8. Be familiar with the psychological basis for working with students under the stress of emergency situations

9. Be familiar with at least minimum first aid procedures

10. Maintain good housekeeping practices to reduce hazards

11. Help students to understand and interpret the emergency preparedness plan to parents

F. Nurses

All personnel are expected to be trained in first aid; the school nurse will have additional knowledge because of her special experience and training. In schools where a nurse is not on duty at all times, competent persons should be trained in medical self-help and first aid to take charge in emergencies.

The school nurse should:

1. Participate in the development and implementation of the school emergency plan

2. Render first aid; treat casualties; identify and tag young children, unconscious persons, and others as indicated; and prepare patients for transportation to hospitals

3. Supervise and train first aid teams, stretcher bearers, and health aides

4. Participate as a health resource person in faculty studies in the area of curriculum development in determining how to best meet the need for emergency preparedness

5. Advise students and teachers on emergency health and sanitation measures in cooperation with the services of the local health department

6. Assist the principal in determining the need for additional emergency supplies and equipment

7. Coordinate school health service plans with those of the community

8. Provide for care of the physically handicapped

G. Cafeteria Managers and Cooks

Cafeteria managers and cooks should maintain an adequate supply of food and water for emergency use and be prepared for feeding services under emergency conditions. If the school does not have any food service personnel, others should be assigned this responsibility.

H. Custodians and Maintenance Personnel

1. Inspect facilities for structural safety and report defects
2. Chart shutoff valves and switches for gas, oil, water, and electricity. Post charts so that other personnel may use them in an emergency
3. Provide for cutoff of steam lines in shelter areas during emergencies and drainage of water if necessary
4. Provide for emergency operation of ventilating systems
5. Post location of all protective equipment
6. Teach school personnel to use fire extinguishers
7. Inspect building following disaster and report damage to principal or coordinator
8. Make emergency repairs to building services
9. Maintain inventory of tools and equipment
10. Provide assistance in searching school facilities in bomb threat conditions

I Bus Transportation Personnel

Bus drivers should:

1. Receive instruction in first aid and medical self-help and render first aid when necessary
2. Know various routes by which students could reach home, shelter or evacuation assembly points in case of disaster
3. Know emergency precautions that need to be taken during school hours or while students are enroute to school or home

4. Keep vehicles serviced and ready to transport evacuees at a moment's notice

5. Understand the basic requirements for survival and be prepared to care for students for a period of at least 24 hours following evacuation

6. Familiarize themselves with available fuel sources in case of power stopage

J. Students

High school students can take an active part in school disaster preparedness programs. Teenage boys and girls adapt well to emergency conditions and fit readily into a variety of jobs. Many emergency tasks can be performed by properly trained students.

High school students can:

1. Help care for and entertain younger children when necessary

2. Assist the physically and mentally handicapped

3. Act as messengers

4. Serve as fire wardens, room wardens, first-aiders, stretcher bearers, home nurses, loading zone monitors, and reception area guides

5. Perform clerical duties

6. Operate an amateur radio or school telephone switchboard

II Developing A School Emergency Plan

The development of a school program for school emergencies can be divided into six well-defined steps:

A. Providing an educational program. The superintendent should involve staff members, adults in the community, and students in the development of the school disaster plan. If this is done, they will be likely to co-operate in putting the plan into operation. It is essential that they receive the education, information, and training needed to intelligently participate.

B. Obtain information that will be needed in the development of the plan. Some of the information that will be needed include:

1. How will the school receive warning messages?
2. Under what conditions will the children be sent home? Moved to a shelter area with the school?
3. Have school buildings been surveyed for shelters? If so, what were the results?
4. Where is the best protected area in the school?
5. Is the school to be used as a public fallout shelter? If so, what is its capacity, protection factor? Has it been licensed, marked, and stocked?
6. In event of warning, do the parents want their children sent home, sent to a neighbor's home, or kept at school?

7. How many students are enrolled? Number of walking students? Number of bus students? Number of professional staff members? Number of non-professional staff members?

8. How many busses are available? What is the capacity? Time required to transport pupils home?

C. Drafting the Plan. No single plan will meet the needs of all schools. Some essential provisions, however, should be present in all school disaster plans. The plan should provide for each type of emergency that is likely to occur in the community and should include the following provisions for each type. The first step in writing a school plan is to contact your local Disaster and Civil Defense Coordinator to find out his plans. Under law, each political subdivision must prepare a local emergency operating plan.

1. Warning System

   a. How the school district will receive warning.
   b. How the administrator of each school will be notified.
   c. How classroom teachers and pupils will be notified.

2. Dispersal of Students

   a. Conditions under which all pupils will be kept at school.

      (1) Concise description of conditions.
      (2) Routes to shelter areas.
      (3) Assignment to shelter areas.

b. Conditions under which all pupils will be sent home.

(1) Concise description of conditions.
(2) List of pupils who will walk with routes for emergency conditions.
(3) List of pupils who will be transported, their bus assignments and routes.

3. Location of Shelter Areas

No single shelter area will meet the needs of the school population for all types of disasters that are likely to arise in the community. In case of fire, it would be safer to be outside the building. In case of tornado or radioactive fallout, it would be safer inside the building. There will always be a shelter area that will offer greater protection than other areas for each type of emergency.

4. Preparation for Shelter Living

a. Water
b. Food
c. First Aid
d. Radiation Meters
e. Sanitation
f. Ventilation

Note: The amount of preparation needed will depend on the type of disaster and the length of time it will probably be necessary to stay in the shelter. In case of radioactive fallout, preparation for shelter living is extremely important.

5. Assignments

In making assignments of staff and occupants, attention should be given to the following:

a. The assignments should be definite, concise in every detail, and clearly understood.

b. Several persons should be assigned each duty and order of succession designated to assure that in time of crises all positions will be filled.

c. Authorization should be provided to carry out assignments without further instruction when communications are broken.

d. Those who are given assignments should be competent, properly trained, should possess the required skills, and be emotionally prepared to carry out the assignment.

D. Examining Disaster Plans. Some of the questions that should be asked are:

1. Are the plans specific?
2. Do they divide the difficult total problem into smaller and more manageable parts?
3. Are they up to the minute and flexible?
4. Are they complete?
5. Are they frank?
6. Are they realistic and operational?

E. Testing the Plan. The most important criterion for judging the effectiveness of a school disaster plan is: Will the plan work? The plan should be tested under the varying conditions of any emergency that is likely to occur in the community. Since time is of essence in disasters, especially radioactive fallout, particular attention should be given to success of dispersal plans in regard to time it took students to reach their homes, neighbor's homes, or school shelters.

F. Approving the Plan in its Final Form by the Board of Education. Its approval should be recorded in the board of education's minutes.

C H E C K L I S T S

GENERAL EMERGENCY DISASTER PREPAREDNESS

		Yes	No	N/A
1.	The resolution given on page ii, or a similar resolution, has been approved by the board of education	___	___	
2.	This school system has in effect an official and up-to-date plan, by building, for protection of students and others in the event of a natural or man-made disaster	___	___	
3.	This plan is coordinated with the overall community disaster plan, prepared by Disaster Planning and Operations Office (C.D.) or law enforcement officials	___	___	
4.	The school has a safety coordinator	___	___	
5.	If no safety coordinator, a member of the professional staff or the Emergency Disaster Planning Committee previously suggested has been assigned responsibility for planning and training	___	___	___
6.	In your opinion the faculty and other employees have had sufficient education and training to provide leadership and knowledge under emergency disaster conditions	___	___	
7.	An orientation session is held on the plan each fall to acquaint new employees with it and review others in its responsibilities.	___	___	

		Yes	No	N/A
8.	The community warning system includes provisions for notifying the office of schools and/or safety coordinator	___	___	
9.	He is notified by: radio tuned to local radio station ____ radio tuned to EBS radio station** ____ tone activated receiver tuned to State Police office ____ other, (specify) _____			
10.	This same warning signal received by the superintendent of schools and/or safety coordinator is received simultaneously by each building principal	___	___	
11.	If answer to No. 10 is "no", warning is relayed to building principal(s) from the superintendent's or safety coordinator's office by: Bell _____ Telephone _____ Radio _____ Inter-Com _____ Other, (specify) _____			
12.	The school system has both a plan for, and the means of giving, specific types of warnings of emergency situations which require different actions	___	___	
13.	All persons in building including secretaries, unscheduled teachers and visitors are required to participate in all drills, and follow instructions for the room or area in which they are located at time of drill	___	___	
14.	In case of nuclear attack or tornado, shelter areas are provided with equipment which permits communication with the school administration and/or the community Emergency Operating Center*	___	___	

* Emergency Operating Center. A protected center established by local government for use as a control center in case of enemy attack or natural disaster

** EBS Radio Station. One of the radio stations in the National Emergency Broadcasting System hook-up to communicate with the public preceding, during, and following an enemy attack or natural disaster.

		Yes	No	N/A
15.	All members of the faculty and other employees have been instructed in their specific duties in reference to the type of disaster	___	___	
16.	These assignments and duties are printed and distributed to all personnel and are practiced in all emergency drills	___	___	
17.	The school system has the services of a school nurse	___	___	
18.	Each building has services of a nurse	___	___	
19.	All employees have had training in first aid procedures	___	___	
20.	At least two teachers in each building have had first aid training	___	___	
21.	Their first aid training consists of...			
	Red Cross First Aid Course_____			
	Medical Self-Help Course _____			
	Course in Introduction to Safety or a similar course			
	College Course in which one unit of at least 2 weeks was first aid _____			
	Workshop conducted by school nurse _____			
	Other, (specify)_____			
22.	Those persons in a building trained in first aid are known to all teachers and other employees, so that one may be called if needed	___	___	
23.	Services of a doctor or nurse are available for school related activities held outside regular school hours	___	___	
24.	Shelter locations and evacuation routes are posted in each room	___	___	
25.	All outside exits in the building(s) used are equipped with panic bars which are operable at all times	___	___	

CHECKLISTS -- GENERAL

		Yes	No	N/A
26.	There are emergency battery-operated lights which are automatically activated in case of power failure in the gym, auditorium, shelter areas, and halls which can be utilized when needed	___	___	
27.	Consideration will be given in the future to provide protection from fallout radiation in new construction or building renovations through the use of slanting techniques.*	___	___	

* Slanting techniques are provisions for building protection from fallout radiation into new construction without adding materially to the cost of construction. The Division of Civil Defense and Disaster Control and many architects can give this information. Ask them for suggestions and help on plans.

CHECKLISTS -- GENERAL (FIRE)

		Yes	No	N/A
1.	There are fire walls in each building:			
	a. Around furnace and boiler room	___	___	
	b. Between gym and adjoining buildings	___	___	
	c. Other (specify)_____	___	___	
2.	School buildings have fire extinguishers	___	___	
3.	These fire extinguishers were placed in the present positions on recommendations of _____			___
4.	All fire extinguishers are checked regularly by qualified personnel*	___	___	___
5.	All school personnel have been given instructions in the use of fire extinguishers	___	___	___
6.	Buildings are equipped with a sprinkler system	___	___	___
7.	In case of fire, provisions are made to notify the fire department. How? (specify)_____	___	___	
8.	The fire alarm system in each building is checked daily. By whom?_____	___	___	
9.	The fire alarm is clearly distinguished from other emergency warnings	___	___	
10.	Type of fire alarm used: Bell__, P.A.__, horn__, siren__, Klaxon__, whistle__, other (specify)_____			
11.	This alarm is used only for fire and/or other emergencies requiring evacuation of the building	___	___	
12.	A back-up alarm is provided if regular alarm fails to work. It consists of_____	___	___	
13.	Students, teachers, and other employees know what this back-up system is so they can act accordingly	___	___	___
14.	All classrooms have access to planned exit routes	___	___	

* Member of fire department or representative of manufacturer or dealer.

CHECKLISTS -- GENERAL (FIRE)

	Yes	No	N/A
15. Exit routes:			
a. By-pass potential fire dangers	___	___	
b. Are posted in each room	___	___	
c. Are known to persons in that room	___	___	
d. Are provided for teachers, students and others not in regular classrooms	___	___	
16. Plans provide for alternate exits to be used if regular exits are blocked or unusable	___	___	
17. Provisions are made for teachers to:			
a. Select and/or assign group leaders	___	___	
b. Give instructions regarding books, coats, etc.	___	___	
c. Assign the duties of closing windows, doors, etc.	___	___	
d. Report absentees to a central location	___	___	
e. Report to principal or assume certain duties when not in regular classroom	___	___	
18. Rooms not under supervision (such as restrooms, vacant rooms, etc.) are assigned to a definite person to be checked for students	___	___	
19. Plans are made for evacuating large crowds at:			
a. Assemblies	___	___	
b. Basketball games or other indoor games	___	___	
c. Parties or social events held in the building	___	___	
d. Carnivals or other school functions	___	___	
20. Provisions are made for assistance to handicapped persons in case of evacuation	___	___	

CHECKLISTS -- GENERAL (FIRE)

		Yes	No	N/A
21.	Each faculty member is required to carry an attendance register or class record and check students' presence at evacuation assembly point	___	___	
22.	Each faculty member sends a report of absentees to the principal or a central location	___	___	
23.	Provisions are made for guards at doors to prevent unauthorized persons from re-entering the building	___	___	
24.	Provisions are made for teachers who are not using regular rooms or do not have a class, to report to the principal or central location immediately for assignment of duties	___	___	
25.	Instructions are given, when evacuation assembly point is reached, as to the next procedure	___	___	
26.	Secretary or someone else is responsible to see that school records are locked in vault or moved to a safe place	___	___	
27.	Each fire drill is carefully evaluated:			
	a. By teachers___, students___, observer___	___	___	
	b. By use of questionnaire___, discussion___, checklist___, teacher report___.			
28.	Results of this evaluation are given to the school administrator or school emergency coordinator or committee	___	___	

CHECKLISTS -- GENERAL (FIRE)

		Yes	No	N/A
29.	Plans are made to utilize evaluations to improve drills	___	___	
30.	The time required to empty the building is_____minutes	___	___	
31.	It is possible to empty the building in less time	___	___	

CHECKLISTS -- BLIZZARD, SNOW, ICE

		Yes	No	N/A
1.	This school has a policy concerning the early dismissal of school because of blizzard, snow storms, or formation of ice on roads during the day	___	___	
2.	Students and parents have been notified of this policy	___	___	
3.	There is a plan for notification of parents if early dismissal of school is required. Method of notification: radio___, telephone___, television___, other (specify)_____	___	___	
4.	If radio or T.V. station is used for making a "no school" announcement, the system used is designed to avoid authorization of this announcement by an unauthorized person	___	___	
5.	Bus drivers are instructed to notify proper school authorities if route has to be changed If so, method used_____	___	___	
6.	Bus drivers are instructed what to do if the bus becomes stuck in snow or is inoperable	___	___	
7.	School buses are equipped with special equipment for blizzard, snow, and ice conditions	___	___	
8.	Bus drivers have received instructions as to the procedures if bus comes upon a wreck, and especially if the bus is the first vehicle to arrive after wreck has happened	___	___	

	Yes	No	N/A
9. Written plans have been developed for the school bus driver in the event of the following:			
a. Blizzard	___	___	
b. Tornado	___	___	
c. Heavy rain	___	___	
d. Flooded roadway	___	___	
e. Emergency evacuation	___	___	
f. Emergency situation arising on the bus	___	___	
10. Buses are equipped with a communications system	___	___	
a. Two-way radio___			
b. Receiver unit only___			
c. Other (specify)_____			
11. School bus drivers' local training program covers No. 5 through 10 of this checklist	___	___	

CHECKLISTS -- FLOODS

		Yes	No	N/A
1.	There are areas of this school district which flood	___	___	
2.	These areas are subject to ordinary or regular flooding	___	___	___
3.	These areas are subject to flash flooding	___	___	___
4.	Bus routes cross these areas	___	___	___
5.	Bus routes are normally changed to avoid these areas when flooded	___	___	___
6.	Bus routes do not cross them, but children must cross	___	___	___
7.	Children can get to school on a route which by-passes the flooded area	___	___	___
8.	Provisions are made for parents living near areas which "flash flood" to notify the school	___	___	___
9.	Provisions are made for notifying parents in flooding areas to actions regarding affected children	___	___	___
10.	Provisions are made for early dismissal of students living in affected areas	___	___	___

		Yes	No	N/A
11.	Provisions are made for children living in affected areas to be:			
	a. Sent home early	___	___	
	b. Kept at school until emergency subsides	___	___	
	c. Sent to homes of relatives	___	___	
	d. Sent to other homes near school	___	___	
	e. Handled in accordance with individual parents' wishes	___	___	

CHECKLISTS -- NUCLEAR ATTACK

		Yes	No	N/A
1.	Buildings have been surveyed for fallout shelters*	___	___	
2.	Each fallout shelter has been designated and is so marked	___	___	___
3.	Each shelter is stocked with food and supplies	___	___	___
4.	Emergency electrical power is available in each fallout shelter	___	___	___
5.	Faculty, other employees and students know the location of the shelter in the building	___	___	___
6.	A definite plan has been developed for faculty, other employees, and students to use the fallout shelter in accordance with the Community Shelter Plan**	___	___	___

* Fallout Shelter is an area which has been surveyed by engineers, approved and marked by Civil Defense officials

** Community Shelter Plan: A county or city plan prepared under direction of local and state Disaster Planning and Operations (C.D.) officials, giving location of and assignment to fallout shelters

CHECKLISTS -- NUCLEAR ATTACK

		Yes	No	N/A
7.	If the school has no fallout shelter and is in an area where damage from blast and heat may occur, the tornado shelter will be temporarily used as protection from blast and heat	___	___	
8.	Faculty members are required to take attendance register or class record to the fallout shelter, or temporarily used tornado shelter, to identify the students who should be there	___	___	___
9.	Each faculty member sends a report of absentees to the principal or a central location	___	___	
10.	If answer to question No. 1 is "no", provisions are made for moving children home or to an approved fallout shelter as soon as the danger from blast is over	___	___	___
11.	Method: School bus___; students' car___; parents' car___; usual way they get home___; other, (specify)_____			
12.	Parents have expressed a choice as to where the children are to be sent if parents are not at home	___	___	
13.	Parents have been informed of plans used in No. 6, 7, or 10 above	___	___	
14.	The school emergency disaster plan relative to nuclear attack is incorporated into the local community disaster plan	___	___	

CHECKLISTS -- BOMB THREAT WITHIN BUILDING

	Yes	No	N/A
1. School administrators have a written plan which provides for notification of police, sheriff, highway patrol, or other proper authorities in the event of a bomb threat	___	___	
2. A policy has been established with news media in regard to releasing information of a bomb threat	___	___	
3. A policy has been established for notification and involvement of faculty and other employees in case of a bomb threat	___	___	
4. In the event of a bomb threat, students are:			
a. Evacuated___			
b. Not evacuated___			
5. If students are evacuated, method used is:			
a. Fire drill___			
b. Other method (specify)_____			___
6. Those responsible for the bomb search have:			
a. A schematic drawing of the building_____			
b. A well-designed search procedure (checklist, outline, etc.)_____			
c. Familiarized themselves with the building and/or grounds_____			

CHECKLISTS -- CIVIL DISTRUBANCES

	Yes	No	N/A
1. Plans have been made for control of student disturbances	___	___	
2. These plans are coordinated with local police, sheriff, or highway patrol	___	___	
3. Special consideration is given greatest danger situations such as:			
a. Athletic events	___	___	
b. Major school social activities	___	___	
c. Times of racial tensions	___	___	
d. Influx of outside agitators	___	___	
4. Provision is made for immediate notification of law enforcement authorities	___	___	
5. Plans provide methods of dealing with:			
a. Known agitators in or near school	___	___	
b. Circulation of inflammatory literature among students	___	___	
6. In time of undue tension provisions are made for:			
a. Canceling or postponing of school, social events or athletic contests	___	___	
b. Requesting curfew by local authorities	___	___	
c. Arranging for relocation of social or athletic events	___	___	
7. Policy includes:			
a. Emphasis upon prevention	___	___	
b. School support to local authorities	___	___	

	Yes	No	N/A
c. Evacuation of the area within a building in which the disturbance is taking place	___	___	
d. Isolation of the area in which the disturbance is taking place	___	___	
e. Immediate evacuation of the building in which the disturbance is taking place	___	___	
8. Plans include shutting off the program bell, and instructions for students to remain in classrooms until directed to move out	___	___	

CHECKLIST FOR ENERGY CRISIS

1. Lower thermostat settings to at least 68 degrees during hours of occupancy and to 58 degrees during periods of non-occupancy.
2. Lower domestic water temperatures to 115 degrees or less.
3. Reduce or eliminate the quantity of outside air introduced into the building.
4. Don't heat unoccupied spaces.
5. Check automatic controls often to insure proper operation.
6. Repair or replace defective or inefficient equipment.
7. Check exposed surfaces; mineral wool insulation of 2 1/2" for floors, 3 1/2" for walls, and 6" for ceiling and roof are recommended.
8. Keep doors and windows closed. Check for air leakage; weather strip, caulk or replace when necessary.
9. Install double pane or insulating glass at all large glazed openings.
10. Have an experienced heating and ventilating engineer test the efficiency of all heating and ventilating equipment.
11. Change or clean filters frequently.
12. Train and upgrade operating personnel; improve operating procedures; institute a preventative maintenance program.
13. Keep lights turned off unless absolutely necessary for good visibility.
14. Improve or shorten bus routes.
15. Keep combustion engines properly tuned.
16. Eliminate all unnecessary bus trips.
17. Insulate heating ducts and hot water pipes to prevent heat loss.
18. Close blinds, shades and drapes at night to retain heat inside.
19. Don't put furniture, papers, books in front of warm air registers or return air ducts.

20. Shut off kitchen and other exhaust fans when area is not occupied.

21. Check faucet and shower drips. One drop a second means loss of 200 gallons a month. Energy used to heat water is wasted.

22. Study and implement the recommendations outlined in "The Economy of Energy Conservation" published by Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York City 10022, which is available from them at $2.00 per copy.

For assistance with critical school energy shortages contact:

Bureau of Emergency Preparedness Education

Telephone: (609) 292-4374

APPENDIX A - SAMPLE LOCAL BOARD RESOLUTION

SAMPLE LOCAL BOARD OF EDUCATION RESOLUTION

A RESOLUTION PROVIDING FOR SCHOOL DISASTER SURVIVAL PLANNING

WHEREAS: The Board of Education is, to a great extent, the custodian of the next generation, our nation's most valuable resource; consequently, this imposes the responsibility to provide facilities, equipment, and training to minimize the effects of disaster and

WHEREAS: It is the responsibility of school systems to cooperate with local government in developing and carrying out a community disaster plan, and

WHEREAS: It is the responsibility of the school to develop a school disaster plan that will provide as much protection as possible for the children at school and on their way to and from school, and

WHEREAS: It is a responsibility of schools to provide information and training for the adults and students of the community which are in accord with the federal, state, and local laws, and

WHEREAS: It is a responsibility of schools to provide adequate training in self-protection and survival techniques for pupils enrolled in school, and

WHEREAS: It is the responsibility of the school to provide the necessary training and instruction so that the school emergency plan may be carried out with the greatest possible speed and safety.

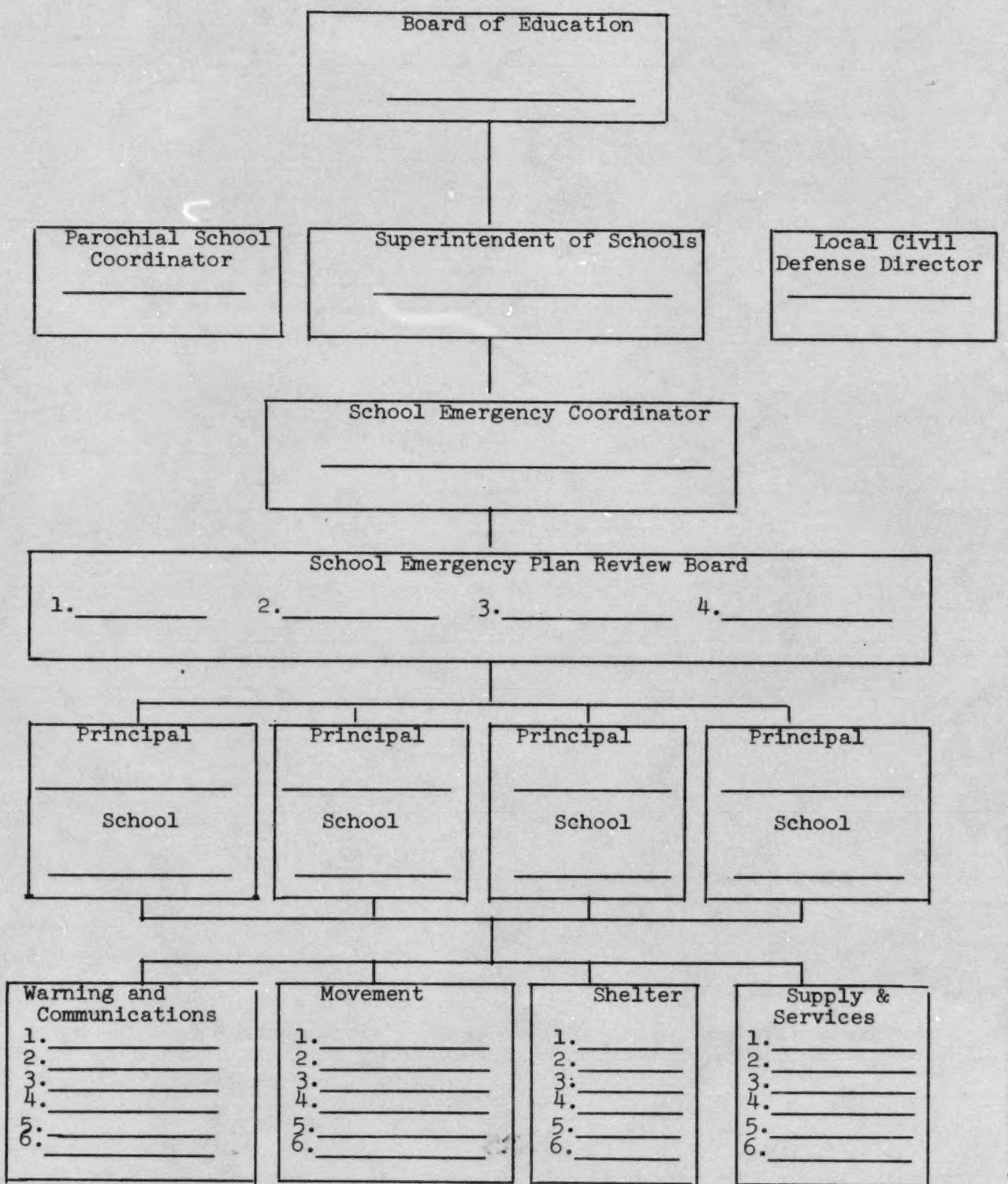
THEREFORE: BE IT RESOLVED, By the Board of Education of_____ that the Superintendent of Schools of_____ be explicitly assigned the responsibility of developing a school program for school emergencies and to coordinate its various aspects.

Signed:_____
President, Board of Education

Signed:_____
Superintendent, Secretary-Treasurer, Board of Education

Date:_____

APPENDIX B - SAMPLE ORGANIZATIONAL CHART



APPENDIX C - RESOURCE AGENCIES

In time of emergency, your local civil defense director and county civil defense coordinator should be consulted first and are the prime sources of information and assistance.

Additional resource agencies are listed below for your information and for general planning and curriculum reference:

A. Bomb Threats

1. Local and State Police bomb squad and special service divisions
2. 54th Ordinance Detachment - Fort Monmouth, New Jersey
3. 60th Ordinance Detachment - Fort Dix, New Jersey

B. Drug Education

1. Division of Narcotics and Drug Abuse
2. Community Health Services - Department of Health
3. Division of Curriculum & Instruction - Department of Education

C. Environmental Pollution

1. New Jersey Department of Environmental Protection - Division of Environmental Quality
2. New Jersey Department of Health - Community Health Services
3. Public Utilities Commission

D. Explosions (gas, boilers, chemical etc.)

1. Chemical Emergency Center
   1825 Connecticut Avenue N.W.
   Washington, D.C.
2. New Jersey State Department of Public Utilities
3. American Gas Association
4. Local gas and electric power companies

E. Fires

1. Local fire and police department

2. Fire Marshal's Office - New Jersey State Department of Treasury

3. Bureau of Facility Planning - New Jersey State Department of Education

4. National Safety Council - Washington, D.C.

F. First Aid

1. American Red Cross
2. New Jersey Department of Health - Community Health Service

G. Floods, Hurricanes, Tornadoes, Winter Storms, Earthquakes, Heat Waves, etc.

1. United States Weather Service (local area)
2. Local civil defense or county civil defense coordinator
3. Bureau of Emergency Preparedness Education - New Jersey State Department of Education

H. Nuclear

1. New Jersey State Department of Defense
   Eggerts Crossing Road
   Trenton, New Jersey

2. New Jersey Department of Environmental Protection - Bureau of Radiation Protection

I. Poison

1. Local hospitals and poison control center

2. New Jersey State Department of Health - Bureau of Accident Prevention & Poison Control

3. New Jersey State Department of Health - Bureau of Consumer Health Services

4. State Department of Agriculture

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